

A+ Project present at APAC



A+ Project team was present at APAC ELT Convention 2019: Release your inspiration on February 2nd.

A+ Project team members Carol Barriuso, Goretti Blanch, Teresa Casas, Maribel Gomáriz, Mariona Huguet, Mónica López, Dolors Masats (co-leader), Maria Mont (co-leader), Xavier Núñez, Aina Obiols, Helena Polo and Esther Serramià delivered a speech entitled *No product? No project.*

Deciding on the nature of a project final product and its addressee is the first step teachers must take when planning a project. In their presentation A+ Project members tackled the ins and outs of this action.

First they briefly reflected upon how literature envisages project products as meaningful language outputs. Second, they presented examples of students' outputs, outlined the projects developed to produce them and described what the presented final products (and the projects they stemmed from) had in common. Finally, they provided the audience with some practical suggestions on how to generate good ideas to design projects with attainable, purposeful products.

The presentation is available [here](#).



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On products and tasks

(With) the adoption of project-based learning (PBL) as a methodological (classroom) proposal [...] curriculum contents are organised around global projects structured through goal-oriented tasks that get learners to work together to develop a wide range of competences (communicative, mathematic, artistic, ICT, civic, etc.) and 21st century skills (creativity, adaptability, flexibility, social awareness, leadership, collaboration, etc.) in an integrative manner. [...] The nature of products and tasks is what distinguishes PBL from other student-centred educational proposals. On the one hand, PBL enables students to design, plan, and conduct projects that results in a realistic output or final product targeted at an audience beyond the teacher or the classmates (Patton, 2012). A final product is realistic when it relates with the objective to answer an authentic “driving” question, which, in turn, will engage students in a process of reflecting and responding to crucial social issues. On the other hand, PBL offers learners the opportunity to learn in context over extended periods of time because projects are structured around sequentially meaningful collaborative problem-solving and decision-making tasks (Thomas, 2000) linked to the consecution of the project's goal (Dooly, 2016).

Sources: (text) Cortada Josep & Dolors Masats (2019). Inspiring classroom projects: An introduction. In Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp.153-156). Rothersthorpe: Paragon Publishing. DOI:10.5281/zenodo.3064130

Texts cited:

Dooly, Melinda (2016). Proyectos didácticos para aprender lenguas. In Dolors Masats & Luci Nussbaum (Eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp. 169-193). Madrid: Síntesis.

Patton, Alec (2012). *Work that matters. The teacher's guide to project-based learning*. London: Paul Hamlyn Foundation.

Thomas, John W. (2000). *A review of research on project-based learning*. San Rafael (CA): The Autodesk Foundation.

INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS

Launching a solidarity campaign to support four Syrian kids stranded in Greece is a five-month interdisciplinary project that gives very young learners of English the responsibility of learning to work in teams to design a strategy to get people develop empathy towards war refugees. This student-centred, carried out through English in the two-hour-a-week Arts and Craft class, linked contents from five areas and focusses on providing learners the tools to develop 21st century skills (mainly, critical thinking, problem solving, creativity, information literacy, initiative, productivity and adaptability).

Subproject I: Discovering 3D shapes and creating volume objects. This subproject was mainly related to the areas of English and maths, as children had to experiment with different ways of representing and/or creating 3D objects, which were to be offered to donors taking part in the campaign to collect money to send to Greece.

Subproduct II: Organising a donation campaign. Children developed teamwork skills and learnt about marketing strategies as they had to take important decisions to launch a successful campaign (length, distributions of roles & tasks, advertising it, etc.).

Subproduct III: Making new Friends. Catalan children learnt about the losses and hopes of four Syrian kids and immediately sympathised with them. They created a video for them and birthday cards to one of them.

Source: (pictures & text): Masats Dolors, Dooly Melinda, & Mont Maria. *Let's Act. Kids Like Us Need Our Help*. Paper presented at APAC ELT Convention 2017: Rethinking teaching; New challenges and new solutions, Universitat Pompeu Fabra (Barcelona). Presentation: [Part one](#); [part two](#) & [part three](#).

